



Gender & Sexualities Studies Minor

ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Interim Program Director for Fall 2019: Sarah Burgess, sburgess@usfca.edu (submitted report)

Program Director beginning Spring 2020: Tamara Kneese, tkneese@usfca.edu (should receive feedback)

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

This report is being submitted for an interdisciplinary minor.

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

According to the current Gender and Sexualities Studies Advisory Board, this is the first time that a full curricular map has been generated and submitted for Gender & Sexualities Studies.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

- **Mission Statement (Major/Graduate/Certificate):**

n/a

- **Mission Statement (Minor):** No changes made

The Gender and Sexualities Studies Minor offers a global, cross-cultural, and interdisciplinary approach to the study of gender and sexualities. The wide variety of courses offered by the minor enables students to analyze gender and sexualities in diverse historical eras, geographical regions, political and legal systems, and racial identities.

4. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: It is expected that PLOs will vary in level of mastery between different programs in the same discipline (e. g., a major and minor in the same subject area). Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

- **PLOs (Minor):** Yes

On May 30, 2019, the GSS Advisory Board agreed to new PLOs. It is uncertain whether PLOs had been approved by the Advisory Board prior to this date.

PLO 1: Students will articulate and differentiate theories and concepts used in gender and sexualities studies.

PLO 2: Students will critically apply theories and concepts of gender and sexualities studies in their analyses of the social world.

PLO 3: Students will identify how sex, gender, and sexuality intersect with other inequalities and power relations.

5. State the particular program learning outcome(s) you assessed for the academic year 2018-2019. What rubric did you use?

The Role of Rubrics

The rubric is the single most important thing you need for assessment, and putting time and thinking into designing a good rubric is going to make the entire process a lot easier, faster, and meaningful. Your rubric should break down your chosen PLO into the smallest measurable components, so that the assessment of each piece of work becomes linear and easy, and the calibration among different faculty assessing more objective. If you still have to debate a while whether that one line of the rubric has been fulfilled or not, chances are your rubric item is still an aggregate and can be broken down further into smaller components. Once you have made a detailed rubric, then not only the “grading” work will be faster and straightforward, but at the end of it you will have data that is significantly more meaningful. For example, some parts of the PLO may be in tiptop shape while others may need to be massaged or tweaked, with more attention given to that particular item in class. Conversely, your data may show you that the PLO itself is not what you thought it should be—it may be that it duplicates something other PLOs include or that a crucial part of what you teach is getting lost in the cracks between your PLOs. So do make sure that the rubric is as detailed and thorough as you possibly can manage (a short rubric in fact makes the grading longer, as counterintuitive as that seems).

- **PLO(s) being assessed (Minor):**

During the AY 2018-2019, the role of director changed hands twice. In spring 2019, Tamara Kneese became the new director of Gender and Sexualities Studies. When she took on the position, it became clear that there had not been Advisory Board approved PLOs, a curriculum map, or an assessment plan. Sarah Burgess agreed to direct the program on an interim basis while Tamara Kneese was on maternity leave (beginning May 2019).

In May 2019, Tamara Kneese and Sarah Burgess developed PLOs and secured approval of these PLOs from the Advisory Board on May 30, 2019. Because such efforts had not been taken by the previous director, GSS had no rubrics and no materials to assess for the AY 2018-2019. This report outlines our attempt to address this problem and establish a clear and workable plan for assessment for the program.

III. METHODOLOGY

- **Methodology used (Minor):**

In order to create an assessment plan for Gender & Sexualities Studies, we have undertaken the following activities:

1. Drafted and finalized PLOs
2. Received Advisory Board approval of PLOs (May 30, 2019)
3. Created a Curricular Map
 - a. A form was sent to all those who teach in GSS. Everyone was asked to indicate which of the PLOs their class meets, at what level their class meets the PLO (Introductory, Developing, or Mastery), which assignment might be used to assess each PLO and when the class was last taught.
 - b. This information was then compiled into the long form curriculum map (attached).
4. Drafted rubrics for PLO 1 to be implemented in assessment for AY 2019-2020 along with Assessment Plan
5. Secured Advisory Board approval of PLOs (October 28, 2019)

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

Results (Minor):

It has become clear through the creation of the curriculum map that changes need to be made to the Gender & Sexualities Studies minor. These changes might include:

1. Several courses included in the minor are no longer actively being taught and, as such, might need to be removed from the program. These courses include the following:
 - HIST 331: History of Sexuality
 - THRS 390: Ethics
 - POLS 338: Gender in a Political Comparative Perspective
 - POLS 381: Feminist International Relations
 - SOC 304: US Inequalities and Social Justice
2. Several other courses do not meet any of the PLOs for GSS and, as such, must be examined for their fit with the program.
 - BIOL 330: Female Biology
 - ENGL 410: Special Topics in Literature and Film
3. There are courses that are already being taught that will fulfill the PLOs and these are not included on the approved course list. These include (among others pending full review):
 - PHIL 335: Feminist Thought (taught Fall 2019)

- ENVA: Gender and the Environment
 - THRS 131: Queering Religion
 - THTR 310: Sexuality, Performance, and Culture
4. When reviewing syllabi, it is clear that there is much overlap between the foundational courses in gender and sexuality. Review of the structure of the minor is therefore necessary.
 5. The curriculum map reveals that there are few classes that meet PLOs at the level of Mastery. Given that electives are established by home departments, the GSS Advisory Board should re-consider the foundational courses to guarantee that there are moments in which students must meet PLOs at a level of mastery.
 6. Faculty self-reported the level at which their class meets PLOs. In the October 2019 Advisory Board meeting, we decided that we would need to return to both the curriculum map and the PLOs to make sure that these designations match our rubrics for each of the PLOs.

V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS

1. Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.

- **Closing the Loop (Minor):**

In order to re-imagine the GSS minor so that it is attractive to students and reflects current national trends within Gender and Sexualities Studies (including Women's Studies, Gender Studies, Queer Studies, Trans Studies and various combinations of these),

1. The first task in Spring 2020 will be to submit a Program Change to the Curriculum Committee that does the following:
 - a. Introduces the new PLOs
 - b. Eliminates courses from the minor that are not being taught regularly
 - c. Adds courses that are regularly being taught, and yet are not showing up on our official Curriculum Map
 - d. The structure of the Core Courses
2. It would benefit the program if the Advisory Board would change the structure of the Minor Foundational Courses. There are both pedagogical and intellectual reasons to integrate the study of sexuality and gender. Pedagogically, it might prevent repetition in the GSS minor foundational courses. It might also represent feminist and queer thought that insists on relationships between sex, gender, and sexuality.

One possibility under consideration would be to re-establish Feminist Thought (taught as both PHIL 335 and MS 335) as the entry way into the program. This course could double as a history course and a survey

of the different types of feminism, offering students a common introduction to the historical emergence of the study of gender and sexuality. The second core course, then, could be a theoretical investigation of the relation between sex, gender, and sexuality (possibly COMS 337: Rhetorics of Sex, Gender, and Sexuality or a new course that fulfills these goals.)

3. Assessment plan for AY 2019-2020

For the AY 2019-2020, we will focus on PLO 1. Because our students do not all take the same electives, we will begin our assessment practices by looking at PLO 1 in the foundational gender course. We will collect the appropriate assignment written by minors who take either PHIL 335 (Fall 2019) or COMS 337 (Spring 2020).

The Advisory Board will then code the papers according to the rubric for PLO 1 that has been attached to this report.

In AY 2020-2021, we will again focus on PLO1, but this time assess both the foundational gender course and the foundational sexualities courses.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?

- **Suggestions (Minor):**

Because of the change in directors, there was no report submitted in October 2018 for AY 2017-2018. For the October 2020 report, we look forward to incorporating suggestions about our October 2019 plan for assessment.

VI. BIG PICTURE

What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

- **Big Picture (Minor):**

The Gender & Sexualities Studies minor is generally well-liked by our students. It is clear, however, that the program is in need of some care. In contemporary times, the program should be positioning our students to effectively respond to some of the pressing problems in the world. While the existing program states as one of its goals that the program will prepare students for relevant graduate work, we believe that the program can be re-invented to also provide students with an education in gender justice that they might put to work as soon as they graduate. This will involve taking positive steps over the next five years to accomplish the following:

1. Create a strong culture and identity in the minor through events and activities that give students the chance to explore contemporary topics in both academic and non-academic contexts.
2. Re-work the foundational courses so that there is a class all GSS students might take together to give them a common foundation in Gender and Sexualities Studies
3. Re-think the relationship between gender and sexualities in the title of the minor as a way to re-imagine how the current division of both the foundation and electives should operate.
4. Review the curriculum to eliminate courses that have not been taught in 5+ years. Add the courses that do not yet appear on the curriculum.

VII. Feedback to your Assessment Team

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

N/A

ADDITIONAL MATERIALS

Curriculum Map

Course Name	PLO 1	PLO2	PLO3
Foundational Courses			
Gender Courses			
COMS 337: Rhetorics of Sex, Gender, and Sexuality	M	D	I
MS 335: Feminist Thought	M	M	M
THTR 310: Sexuality, Performance, & Culture	I	I	I
Sexualities Courses			
HIST 331: History of Sexuality		I	
PSYC 331: Psychology of Sexuality	D	D	I
SOC 347: Sex and Sexualities	I	I	I
Elective Courses			
Humanities			
Art 206: Women & Art	D		I
ENGL 208: Survey of Women's Literature I	I		
ENGL 209: Survey of Women's Literature II	D	D	
ENGL 230: Lit. Gender & Sexualities	D	D	
ENGL 410: Special Topics in Lit & Film			
GERM 350: Paris-Berlin	I	I	I

HIST 127: Women in US History		I	I
HIST 270: Sex & Transgression in Islamic World	D	I	D
HIST 331: History of Sexuality		I	
HIST 360: American Women & Political Activism	D	D	D
MUS 231: Music and Gender			
THRS 125: Social Justice, Activism, and Jews	I	I	I
THRS 262: Homosexuality & the Bible	I		
THRS 390: Ethics			D
Social Science			
MS 335: Feminist Thought	M	M	M
MS 405: Gender & the Media	M	M	M
POLS 338: Gender/Pol Comp Persp	D	D	D
POLS 381: Feminist Intl Relations	D		D
PSYC 331: Psychology of Sexuality	D	D	I
PSYC 335: Psychology of Gender	I	D	
SOC 229: Diversity/Amer Families	I	I	I
SOC 223: Gender, Dev. & Globalization	D	D	I

SOC 260: Sociology of Gender			
SOC 304: US Inequalities/Social Justice			
SOC 345: Feminism and the Body			
SOC 347: Sex and Sexualities			
Natural and Physical Sciences			
BIOL 330: Female Biology			

PLO 1	(1) Below Expectations	(2) Meets Expectations	(3) Exceeds Expectations	(4) Demonstrates Mastery
Students will articulate and differentiate theories and concepts used in gender and sexualities studies.	Key concepts are defined cursorily or solely in the language of the text from which they are drawn ; differences between theories are ignored to demonstrate how they sound similar	Concepts are defined clearly; differences between theories and concepts are noted (but not yet explained)	Key concepts and theories are explained in the students' own words, evidencing a clear understanding of the importance of the concept; Difference between theories and concepts are explained	Key concepts are defined with clarity, demonstrating unique insight into the limits or possibilities of the theory; difference between theories is explained and critiqued

Gender & Sexualities Studies Minor

PLO 1 Rubric

Draft 1 (October 2019)